

Moderators' Report/  
Principal Moderator Feedback

Summer 2016

Pearson Edexcel GCSE in Urdu  
(5UR02/01)  
Paper 2A: Speaking in Urdu

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 5UR02\_2A\_1606\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2016

**GCSE Urdu**  
**Unit 2: Speaking**  
**Moderator Report**

**Foreword**

GCSE Urdu Unit 2 Speaking is a well-established oral assessment component of GCSE specification. The assessment of speaking component requires the learner to demonstrate that s/he can communicate and interact effectively in speech in Urdu.

The majority of centres, as always, have undertaken the task of preparing, examining and assessing their students' oral performance very professionally. This certainly has made the moderation team's job easier. However, a few centres have had problems this year and where there were problems they were not related to the actual procedure and conduct of the examination. Instead, they were mainly due to the following:

- Incomplete paperwork
- Not keeping the test above the minimum required time of 3.30 minutes
- Not instructing the candidates to ask two questions from the teacher examiner during test to fulfil the specific requirement of open interaction task or allowing the candidate to turn the test into a monologue by not involving them into some kind of discussion and interaction

Also, a few centres still keep using the old forms for assessment instead of CM2, which causes great difficulty for moderators as those are not appropriate for moderation process. Centres are strongly reminded that they must download the up-to-date CM2 form and other paperwork for GCSE Urdu Speaking before starting the examination process.

Although teacher examiners like to see students achieve maximum marks, if the students are not prepared properly prior to the oral test and the teacher examiner has not refreshed his/her knowledge about the requirements of the test and specification, the students are not helped to do better but end up being disadvantaged.

In such cases, Moderators have to concentrate on the job of trying to assess the correct mark for the candidate, with the possibility that they judge the candidates' performance only from the recorded evidence presented to them.

**The format**

Each candidate is required to perform two tasks: 2A and 2B. The teacher examiner marks both of them in line with three mark grids in the mark scheme. The centres submit Task 2A to the Exam Board for moderation.

There are a number of stimuli available for use by centres on the Pearson Edexcel website. The centres are free to adapt these to suit their purposes or to create their own. If in doubt, they could submit these tasks to the exam board for approval. This year only a very small number of centres presented tasks to the exam board for advice and the Board was happy to do so.

Usually the candidates will have previously chosen a topic and one of these tasks earlier in their course and will, at least in theory, have studied and practiced it in some way before oral test recording.

## **Tasks**

It is presumed that the teacher examiner has normally spent time with their students discussing and working on their chosen tasks. They should know their level of linguistic competence and ask appropriate questions during the test. In the majority of cases, the language used by teacher examiners was pitched at the right level.

### **Picture Based Task**

The most commonly attempted task was the picture-based discussion. Here the candidate was free to bring in any picture of their choice and talk about it with the teacher examiner. In this particular task, candidates do not have to ask any questions from the teacher examiner.

It must be stressed that selecting a suitable picture is important. It must be one that gives the candidate the maximum chance to display his or her spoken language skills.

One problem was that relatively large number of candidates' work submitted did not contain a copy of the picture, or the least, a description of the picture. This helps the moderators immensely when listening to the material.

### **Presentation Discussion Task**

The next most commonly attempted task was a Presentation when a student prepared and answered questions. This was frequently on T20 Cricket, which was on at the time, or a Bollywood actor or film. These were variable in quality.

The use of a cricket match or indeed any single event in the past can be quite limiting, as the teacher-examiner has to prepare carefully in order to allow the candidate to demonstrate a full range of vocabulary and tenses, including past present and future to get the best marks.

It was a little disturbing to find some occasions when a large number of candidates from one centre performed almost identical presentations. This not infrequently occurred when candidates were describing a film they had seen. Although it is not forbidden, moderators do feel that if a whole centre is doing the same task then it may not always be in the best interests of all the individuals concerned.

### **Open Interaction Task**

This was less frequently attempted, and it is generally considered most suited to the more able candidates.

A fair number tended to follow, more or less exactly, the samples given, such as "Tourist Information". Most were able to convey the visitor's questions and some

were able to ask their own questions to the Teacher/Examiner. In this particular component, it is necessary for the candidate to ask at least two questions as a requirement in order to access the highest marks.

## **Problems**

The problems arose when teacher examiners seemed to not have fully grasped the concept of the specification. They do have a responsibility to prepare themselves as well as their students. That means finding out what they are required to do before and during the test to ensure, their students are not disadvantaged due to lack of their preparation.

Experience informs us that where the tests are well conducted the candidates score well within their individual expertise but if the tests are not properly conducted, the ability of the candidates concerned to maximise their potential is compromised.

In oral examinations, at GCSE level there has been a long-term issue, which merits some comment. While it is to be expected that candidates will practice talking about their chosen topics, this component of the examination is a discussion. It is not a monologue or a speech and must not be prepared or delivered as such. Candidates who did so were not able to score highly in the response grid on the mark scheme they rather end up losing up to half marks out of response.

Teacher examiners have a hard job but they must prepare themselves as well as their students if they are to achieve their full potential. By reading the Specification, using the Pearson Edexcel Website to find out more information, and preparing suitable questions for their candidates, they will be better equipped to conduct a successful Oral Examination.

## **Organisation of Material in Centres**

The main job of the moderator is to assess and mark the candidates' performance and that is a job requiring intense concentration. If material arrives without the correct paperwork or incorrectly filled in, or if the audio recording is not clear and easily audible it does make the Moderator's job more difficult and very time-consuming.

Another difficulty arose when the teacher examiner and the candidate did not sign on the Assessment form CM2 in the spaces provided. It became necessary to contact centres and ask them to redo the form and make sure both the candidate and the teacher examiner have signed it.

## **Conclusion**

The problems mentioned above, it must be stressed, only affected a small number of centres. On the other hand, well-prepared teacher examiners conducted the majority of the tests very well with well-prepared students.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>